



# Third Year Curriculum Book

2024-2025



  
BRODMANN  
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## INTRODUCTION

The purpose of this booklet is to give parents and pupils information and advice about the Third Year curriculum through outlining academic arrangements at Yarm School. In particular, we hope it will help parents to support and monitor the progress of their child, continuing the vital home-school partnership.

The Third Year is a very important one for pupils. In some subjects they will begin formal study for their GCSEs. In some subjects their performance in their autumn assessments and end-of-year exams will determine which set they are placed in for their GCSE years. In the Spring Term, they will have to make important option choices for GCSE subjects.

Beyond this, the Third Year should see pupils developing the good study habits and skills necessary for GCSE success. Concentration and positive engagement in class, coupled with a diligent approach to homework, will be the keys to fulfilling their potential. In some subjects, there is an increasing emphasis on research and project work as a preparation for GCSE coursework.

### **The Third Year Curriculum**

In the Third Year the curriculum remains broad and balanced, ensuring that pupils do not rule out any major career options.

#### **Core subjects:**

(The number of allocated lessons per week is shown in brackets):

|               |               |                    |
|---------------|---------------|--------------------|
| Biology (2)   | Geography (2) | PE & Games (1 + 2) |
| Chemistry (2) | History (2)   | Physics (2)        |
| English (3)   | Maths (3)     | RPE (1)            |
| French (3)    |               | SPaCE (1)          |



**Option subjects:**

In addition to the common core, pupils choose a total of four lessons from Art (1), Classical Civilisation (1), Computer Science (1), Design Technology (2), German (2), Latin (2), Music (1), or Spanish (2). Occasionally, we may recommend that a pupil should have Learning Support lessons instead of one or two of these lessons.

**Activities:**

Pupils continue to select from a wide range of extra-curricular activities available on two afternoons each week.

**Teaching Groups:**

1. Forms: These teaching forms are made up of a similar ability and gender mix, with a roughly equal number of pupils from each House/Tutor group. However, by now many more of the pupils' lessons are taught in sets or option groups.
2. Sets: Pupils continue to be taught in ability sets for Maths and French. Decisions on the composition of sets are made by Heads of Department based upon recent examination results and consultations with the teachers of that year group. We are always willing to listen to parents and to reconsider setting, but in the end we have to use our professional judgement over these matters. Sets are reviewed periodically (normally after any mid-year tests and end-of-year examinations) and typically a small number of pupils are moved if it is perceived to be educationally justifiable, in their best interest and supported by wider data.
3. Option Groups: As pupils grow older, their curriculum choices begin to determine some of their teaching groups. As noted above, in the Third Year this applies to Art, Classical Civilisation, Computer Science, DT, German, Latin, Music and Spanish.

It is worth noting that the House/Tutor group, as the key pastoral and social grouping, remains constant throughout First to Fifth Year.

## **ART AND DESIGN**

Pupils who opt for Art in the Third Year will be encouraged to develop project work that is much more individual and independent as this mirrors the approach that we expect them to adopt at GCSE level. They will refine the skills that they acquired in the First and Second Year, whilst investigating new techniques and approaches.

Pupils will have one lesson per week, during which time there may also be an opportunity to work on a live design brief.

### **Autumn Term - Observational drawing**

Pupils will start the academic year by developing their observational drawing skills, working from life. They will be encouraged to explore a wide range of drawing styles and other creative techniques.

### **Autumn and Spring Term – A Mini GCSE Assignment**

The pupils will be presented with a starting point or topic, just as they would when studying GCSE Art, and asked to develop their own response to that topic. They will be expected to develop their ideas through investigation and experimentation in order to create a final outcome that showcases their individual capabilities and creativity. They will have the opportunity to work with a wide range of media and work on a large scale.

### **Summer Term - Independent Learning Project**

This is based on an aspect of art and design, a movement in art, an artist, or a comparison of artists. Pupils are encouraged to develop the project in a similar way to GCSE work and this gives pupils a flavour of what is ahead. It also enables them to research and develop an area of art of their own choice.

Anyone wishing for more information should contact the Head of Art, Ms Liz Stebbings ([es@yarmschool.org](mailto:es@yarmschool.org)).

# **BIOLOGY**

## **Aims**

- To develop scientific understanding of key concepts where biology impinges on everyday life, the human body and contemporary issues.
- To prepare the pupils with necessary biological knowledge and scientific skills to be successful at GCSE Level

## **Course synopsis**

The Third Year course comprises of three major sections:

### **Cell Biology**

Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells.

If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.

Topics include:

- Animal and Plant Cells
- Eukaryotes & Prokaryotes
- Cell specialisation
- Cell Differentiation
- Microscopy
- Cell Division
- Transport in Cells

## **Organisation**

In this section we will learn about the human digestive system, which provides the body with nutrients, and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

Topics include:

- Animal Tissues, Organs and Organ Systems
- Plant Tissues, Organs and Organ Systems

## **Infection & Response**

Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants. They depend on their host to provide the conditions and nutrients that they need to grow and reproduce. They frequently produce toxins that damage tissues and make us feel ill.

This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered which is usually strong enough to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the use of vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against a number of lethal diseases caused by bacteria.



Unfortunately many groups of bacteria have now become resistant to these antibiotics. The race is now on to develop a new set of antibiotics.

Topics include:

- Diseases
- The Immune System

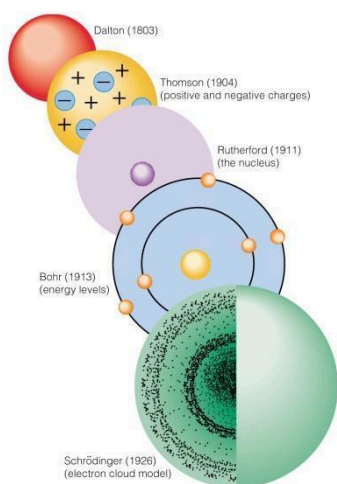
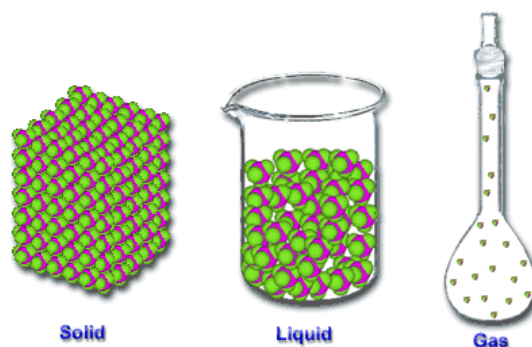
### **Contact**

Please contact Mr Tom Newman, Head of Biology, ([ten@yarmschool.org](mailto:ten@yarmschool.org)) for further information.

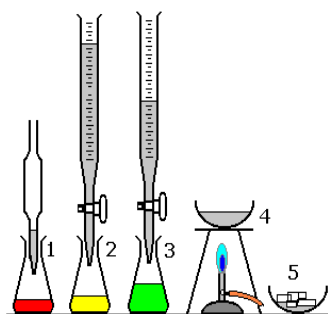
## CHEMISTRY

The Third Year course is designed to build upon the knowledge and understanding gained in the Second Year. Some of the core concepts of Chemistry are covered which underpin much of what is examined at Key Stage 4. Pupils are required to challenge and evaluate the validity of data, plan investigations where appropriate and consider hazards and safety, as well as understand the practical techniques rather than just following set recipes for reactions. Additionally, pupils will gain more experience of writing chemical formulae and complete chemical equations for the reactions studied.

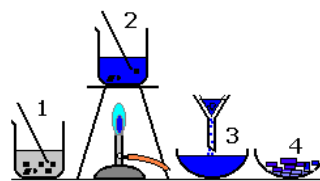
The first topic focuses on the particulate nature of matter, and students will study the three states of matter (solids, liquids and gases), as well as investigating separating techniques and the differences between pure and impure substances. This builds upon aspects of separating mixtures covered in the Second Year.



Following this, pupils will study the structure of the atom and how atoms combine to make compounds through the formation of chemical bonds. They will develop an understanding of the fundamental particles present in an atom and how our understanding of the structure of the atom has changed over time, as well as the different types of bonding which are involved in compounds.

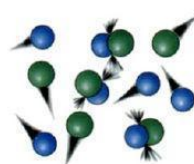


Pupils then study the reactions and properties of acids and bases and the formation of salts. This highly

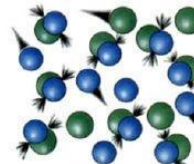


practical topic enables students to continue to develop practical and observational skills, working individually or in pairs, as well as covering the subject content required in considerable depth.

The final topic focuses on the factors which might affect the rate of a chemical reaction. Pupils will investigate, practically, the effects of various factors on the rate of reaction, analysing their results and evaluating their experimental method. This key topic enables students to develop investigative and practical skills including considering different variables.



Low concentration = Few collisions



High concentration = More collisions

Please contact Mr Ted Baker, Head of Chemistry, for further information: [edward.baker@yarmschool.org](mailto:edward.baker@yarmschool.org)

## CLASSICAL CIVILISATION



This course provides an opportunity to study the ancient world, but without requiring the study of an ancient language. It is an excellent alternative to Latin for those pupils who wish to learn about the ancient world, but without the language element. It can also be a good companion subject to Latin, allowing pupils to gain a really broad understanding of the diverse, exciting and influential ancient world, outside their language studies. The course is available for anyone who has an interest in the ancient world.

The aim of the course is to explore the ancient world in lots of different ways, be it through history, art, or literature, and to gain an appreciation of the ways in which the ancient world has had such a powerful influence on our own. Pupils will study much about the ancient Greeks, looking at the roles of the different gods, the epic poetry of Homer and the story of the Trojan War, the architecture of Greek temples and the history of the Elgin marbles (and the thorny arguments over where they should be kept), the story of the hero Aeneas and his role in founding of Rome, and some of the entertainments on offer living in ancient Rome.

The course is an excellent preparation for the GCSE Classical Civilisation, which pupils can opt for at the end of the Third Year.

For more information please contact the Acting Head of Classics, Mrs Sarah Tucker ( [svt@yarmschool.org](mailto:svt@yarmschool.org) )

## COMPUTER SCIENCE

This course aims to support students to develop a toolkit of skills and knowledge that will ensure they develop their problem-solving skills and expand their understanding of how technology shapes their day to day lives.

### **First Term - Laying Firm Foundations: A Conceptual Approach to Programming**



In this first unit we focus on learning about key programming constructs and structures using the Python Programming Language. Throughout the unit students will also explore the ideas of top-down design, decomposition and abstraction. These are the key elements that the students will utilise to solve increasingly complex challenges.

- Algorithmic Thinking - Problem solving, searching and sorting algorithms.
- Python Programming - Using the PRIMM structured approach to programming.

### **Second Term- Bits and Bytes: The Digital Advantage**



This unit aims to establish understanding of the basis of numeric data representation through exploring character coding schemes to consider effective ways to encode the alphabet, investigating the principles behind digital images, their capture, storage and rendering. This also introduces the idea of Boolean Logic.

- Binary Number Systems and Conversion - Binary to denary (and vice versa) and hexadecimal.
- Internal Representation of Data - Characters, images and sound.
- Boolean Logic - Expressing combinational logic circuits as truth tables.

## **Third Term- Bits and Chips: The Simple Ideas That Make Computers Tick**



Our third unit will introduce students to the Central Processing Unit (CPU), computer memory and storage, network types, system security and system software.

- Computer Hardware - Von Neumann architecture, memory and storage.
- Networks and the Internet - Network topologies and security.
- Computer Software - Applications and systems software.

For further information please contact the Director of Digital Strategy, Mr Peter Collins ([pc@yarmschool.org](mailto:pc@yarmschool.org)).



## DESIGN & TECHNOLOGY

The aim of this course is to develop a toolkit that will allow all students to experience a broad range of skills, ensuring they are then well equipped to tackle any one of the three exciting new GCSE courses available to them:

- Design Technology - Textiles
- Design Technology - Resistant Materials
- Design Technology - Electronics

During the course of the year pupils will experience each of the three specialist areas and build up a range of practical skills, supported by a portfolio of notes and reference material. This provides useful context and acts as a source of information for future reference in making informed GCSE choices.



The Electronics module looks at the basic theory of electricity and introduces the common components used in electronic systems. Pupils will become familiar with a variety of discrete components and be able to select through calculation appropriate resistor values for current limiting purposes. In addition, the pupils are introduced to programmable ‘chips’ and learn to program them to undertake simple operations. The knowledge gained is used to design a control system for the ‘Mood light’ they will manufacture. This will enable them to adjust the intensity of light, automate the turning on process when light conditions are low and, for those that develop an affinity for the subject, potentially other bespoke features. The manufacturing process will introduce them to printed circuit boards and develop their soldering skills, as well as refine their line bending and the bonding of acrylic. There is a strong emphasis on accuracy and the attention to detail to ensure a well-constructed and reliable product.



In Resistant Materials, pupils will manufacture a series of small projects to improve their skills across a wide range of different tools and machines. The pupils will work from a series of technical drawings to complete a small metal trophy, an aerodynamic race car and a wooden puzzle game. They will be using a range of workshop processes such as: casting, machine turning and milling, laminating and thermoforming. This range of processes will require pupils to work across all the material groups: wood, metal and plastics.

To complement these workshop-based projects, pupils will also follow a short technical graphics course to include Isometric and Orthographic Projection, freehand sketching and an introduction CAD through Solidworks. All the projects offer scope for individual creative skills to be enhanced and may be taken to differing levels of finish.

The Textiles module allows pupils to embrace puppet design and production. After researching and designing a puppet, pupils are challenged with the task of adapting a commercial pattern. Computerised sewing machines allow embroidery and complex stitching patterns to become prominent features in work produced this year. There is increased emphasis on individual textile projects at the pre-GCSE stage. Exciting opportunities allow pupils to prepare for a possible GCSE Textiles option.



For further information please contact the Head of Design and Technology, Mr Daniel J Spence ([ds@yarmschool.org](mailto:ds@yarmschool.org))

## ENGLISH

Third Year English offers an exciting step up to the more sophisticated skills required at GCSE level. Students encounter more complex literature, including a GCSE-level novel and a whole Shakespeare play.

Over the course of the year, we aim to develop our students as readers so that they learn the analytical precision characteristic of good GCSE work, moving beyond enjoying and understanding *what* happens in a text, and discovering the pleasure of analysing *how* and *why* it happens.

Though individual class teachers are free to select texts about which they are passionate, every pupil will encounter *at least* the following reading material over the course of Third Year:

- Close study of a GCSE level novel
- Close analysis of a sophisticated range of poetry
- Study of a whole play by Shakespeare
- Close, critical reading of non-fiction and media texts

Through this, we would hope for students to discover the pleasure of engaging with sophisticated material, to become increasingly confident articulating their personal responses in class discussion, and to learn to analyse a wide range of linguistic and structural devices that writers use.

Pupils will be expected to hone their written English too, not only in formal literature essays, but across a whole range of imaginative and factual writing. Over the course of Third Year, in an order determined by individual class teachers, every pupil will write:

- Different kinds of 'Transactional Writing' (e.g. reviews, magazine journalism, debate speeches, handling argument, biography etc.)

- Creative and personal writing of various kinds, concentrating on variety and impact on the reader (e.g. poetry, description, short stories, diary entries, travel writing etc.)

Across all of this writing, we would hope for students to further consolidate their spelling accuracy and hone the range, expressiveness and precision of their punctuation and grammar. All of these reading and writing skills are assessed in a series of department-wide termly assessments (known as Tracking Assessments). These help to monitor the development of the key skills above, which are tested in the end of year exam in May.

### Beyond the classroom

In Third Year, there are no longer formal library lessons and reading logs as there are in First and Second Year. However, we would hope that Third Year pupils maintain the reading habits that they established lower down the school, and continue to broaden their literary and cultural horizons. With this in mind, they are still welcome to attend the Key Stage Three book club.

There is also the opportunity to participate in school drama (e.g. House Drama Competition, Duologues Competition, Junior School Production), and attendance at literary events – particularly the National Theatre and RSC Live events, which we are very fortunate to have broadcast directly into school – is strongly encouraged.

We occasionally have visits from outside speakers, writers and performers, and encourage students to enter poetry and story writing competitions.

For further information and advice, please contact the Head of English, Mr Liam Gilbert ([ljg@yarmschool.org](mailto:ljg@yarmschool.org)).

## GEOGRAPHY

Geography is a subject that essentially seeks to explain the physical nature of our environment and its intimate relationship with human society. Geography tackles the issues that concern and interest us all. As the pupils reach the end of their compulsory study of Geography, we contemplate many of the contemporary issues and themes that dominate the world in which we live today, considering each with a critical geographical perspective.

During Third Year pupils start the year learning about the causes, effects and management of earthquakes and volcanoes. The year is completed by studying industry, energy, and water.

Professor Andrew Goudie, from Oxford University, underlines the importance of Geography in the contemporary world of academia. He comments that 'it deals with issues that are central for society and equips the young to face the future'. There can be no greater endorsement for the subject and we hope that a significant number of our students will look to build on their Lower School foundation and continue their Geography studies into IGCSE.

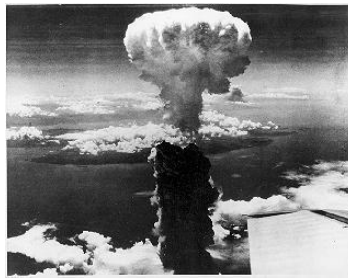
For more information, contact Mrs Kirsten Baines, Head of Geography ([klb@yarmschool.org](mailto:klb@yarmschool.org)).



## HISTORY

The History course in Third Year will focus on the development of democracy and human rights in modern history. Topics studied include the First and Second World Wars and their impact on empire, women's suffrage, growing independence movements in Africa and India, the rise of Hitler and the Holocaust, the reasons for Britain being multicultural, Apartheid in South Africa and the drive for Civil Rights in America.

Pupils will ask and answer questions such as: where do human rights come from? Why did Empires happen and then decline? How were such events able to happen? What lessons can we learn?



**In the 20th century, we had a century where at the beginning most of the world was agricultural and industry was very primitive. At the end of that century, we had men in orbit, we had been to the moon, we had people with mobile phones and colour televisions and the internet and amazing medical technology of all kinds.**





**The twentieth century has exhibited a barbarism and lack of respect for human life on a massive scale just about unknown before.**

The **skills** of the historian are, to a large extent, the skills of the lawyer and the journalist. In the Third Year we work at further developing and refining these so that pupils are well-prepared for GCSE. These include:

1. Source analysis and evaluation. In particular:
  - Reliability of evidence
  - Usefulness of evidence
2. Essay writing.
3. Independent research.
4. Oral presentation.

Source work includes looking at a wide range of evidence, including paintings and film, as well as letters, diaries and memoirs.

Further information is available from the Head of History, Mr Tim Taylor ([tdt@yarmschool.org](mailto:tdt@yarmschool.org)).

## LATIN



In the Third Year, pupils can choose to continue with Latin as one of their options. The course builds on the previous two years' work, as pupils develop their reading fluency and translation skills, their knowledge of the vocabulary and their grammatical understanding: pupils are

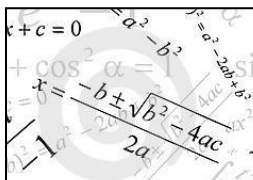
introduced to participles, and to the subjunctive mood and its many uses. They will also learn more about the history and culture of Roman Britain, through the stories of the Cambridge Latin Course: the action returns to Roman Britain and Salvius, the Machiavellian Roman official, is determined to get rid of the British king Cogidubnus, but the murder plot badly misfires. Pupils learn about the town of Bath with its famous hot springs, and about the Roman army and its highly effective fighting methods.

The course lays strong foundations for those pupils who are considering opting for Latin at GCSE.

For more information please contact the Acting Head of Classics, Mrs Sarah Tucker ( [svt@yarmschool.org](mailto:svt@yarmschool.org) )

## MATHEMATICS

In the Third Year, pupils continue to be taught in sets and begin working towards the Edexcel IGCSE course in preparation for the linear course to be followed in the Fourth and Fifth Year. Time will be allocated for consolidating important skills and ideas. All groups will continue to follow a common core syllabus to facilitate assessment and movement between sets. As with previous years, the depth of content taught will depend on the ability of the particular set. Our top set will tend to extend and explore core topics rather than move ahead of the syllabus.



ICT continues to play an important role in supporting teaching and learning, with Excel, MyMaths, GeoGebra and other online packages all being used where appropriate. Emphasis is also placed on encouraging pupils to justify their solutions and use clear explanations. In line with the new curriculum, problem solving will be incorporated throughout the topics.

In general, pupils from the higher sets will participate in the Intermediate Maths Challenge. In previous years, some have gone on to compete in either the British Mathematics Olympiad or the European Kangaroo competition, and Yarm pupils have placed highly in national competitions.

Further information is available from Mr David Yates, Head of Maths, ([djy@yarmschool.org](mailto:djy@yarmschool.org))

## MODERN LANGUAGES



The main aim of the Modern Languages Department is to realise every pupil's linguistic potential at each stage of their progression through the school. Flexibility, tracking and streaming allow us to identify strengths and weaknesses and ensure that pupils are being taught at an appropriate level, depending on their ability. All pupils study French as a core language to GCSE level and the most able can study up to three languages (French, German and Spanish).

At the end of the First Year pupils are set according to ability in French and choose whether to continue with German or Latin as their second language. For those who have continued with German in the Second Year, German then becomes available as a Third Year option and receives two lessons per week, laying the foundation for choosing the language at IGCSE. At the beginning of the Third Year, pupils can also take up Spanish as an option and receive two lessons per week, again laying the foundation for choosing the language at IGCSE.

Languages are taught communicatively, using a wide range of resources. New vocabulary and structures are introduced through the media of speaking and listening, and are then reinforced through reading and writing. Regular use is made of the school's intranet and internet facilities, whilst the department has interactive whiteboards in each of its five classrooms. The textbooks used in the Third Year are *Tricolore Total 3* for French, *Echo 3* for German and *Listos 1* for Spanish.

Topics and grammatical concepts covered in French in the Third Year may include:

| Topics                           | Grammar   |
|----------------------------------|---|
|                                  |   |
| Self, family and friends         | Past, present and future tenses (including irregular and reflexive verbs) |
| Free time and leisure activities | Temporal expressions  |
| Travel and holidays              | Interrogatives  |
| Paris                            | Adverbs   |
| Education and careers            | Comparatives and superlatives   |
| Healthy living                   | Negative expressions  |
|                                  | Pronouns  |
|                                  | The imperative  |
|                                  | <i>depuis</i>   |

Topics and grammatical concepts covered in German in the Third Year may include:

| Topics              | Grammar                      |
|---------------------|------------------------------|
| The Media           | Future Tense                 |
| School              | Word Order                   |
| The Future          | Perfect Tense                |
| The world around us | Reflexive Verbs, Modal verbs |
| People today        | Descriptions, Adjectives     |
| Projekt Deutschland | Asking for Information       |
|                     | Conditional                  |

Topics and grammatical concepts covered in Spanish in the Third Year may include:

| Topics   | Grammar   |
|--|---|
| Greetings, numbers, months, birthdays and the alphabet | Tú and usted<br>Indefinite articles   |
| Likes and dislikes                                     | Articles – Definite and Indefinite  |
| Self, family and pets                                  | Possessive Adjectives   |
| School and the time                                    | Adjectival Agreement  |
| Home and daily routine                                 | Regular & Reflexive Verbs<br>(Present Tense)                                    |
| Places in a town and directions<br>Weather             | Cardinal and Ordinal Numbers<br>Irregular verbs<br>Prepositions and Imperatives |
| Free Time and Future Plans                             | Hobbies<br>Future Tense (ir a + Infinitive)                                     |

For further information, please contact:

The Head of Modern Languages, Mr A. Bridges ([ajwb@yarmschool.org](mailto:ajwb@yarmschool.org))

The Head of German, Mr T. Fellows ([tef@yarmschool.org](mailto:tef@yarmschool.org))

The Head of Spanish, Mrs B. Addison ([bw@yarmschool.org](mailto:bw@yarmschool.org))



## MUSIC



### THE POWER OF MUSIC

Music is an option for pupils in the Third Year and we seek to ensure that all pupils can extend their skills and interests in the subject, whatever their musical experience. Pupils continue to build upon their aural, practical, creative and theoretical skills in a dynamic and exciting scheme of work full of cross-curricular links in which they are encouraged to think deeply, question intelligently and respond creatively. The topics covered are enlightening and demonstrate the significant role music has played in a variety of societies across the world and years. The course prepares pupils for the challenges of GCSE Music if they decide to choose it as an option in the Fourth Year.

The key focus in the Third Year is to extend pupils' understanding of more complex musical concepts such as a variety of scales, chromatic chords, atonality, serialism and timbre. Composition skills are developed through use of the professional notation software, Sibelius, as well as using web-based software such as Soundtrap, which can be accessed on Chromebooks. Pupils will also have the opportunity to explore the world of music tech with small group sessions in our recording studio. Through this experience, those interested will be able to compose using Logic ProX and Pro Tools industry-standard software.

Pupils learn about a variety of scales and modes from around the world as a means of extending their grasp of theoretical elements. As part of this musical journey, creative tasks will involve musical soundscapes, modal exploration, jazz and blues scale improvisation, music to represent dramatic geographical occurrences, such as tsunamis and volcanoes, and music inspired by the written word. In these thought-provoking and accessible topic areas, pupils will be able to extend their technical understanding, as well as compose and perform a wide array of music which utilises new and interesting musical concepts.

From the starting point of the communicative power of music, pupils undertake an independent learning project and have the opportunity to focus on personal areas of musical interest such as pop genres, musical theatre or music connected with a specific point in history. There is a greater focus on performance and composition in the Third Year in preparation for GCSE music. All pupils will have the opportunity to perform in a friendly and supportive atmosphere. There is also the opportunity to perform within the local community as part of the curriculum in a special project exploring the positive impact of music on those with dementia.

For further information please contact the Director of Music, Mrs Katie Staggs ([kels@yarmschool.org](mailto:kels@yarmschool.org)).



## PHYSICAL EDUCATION

Our aim is that all pupils leave Yarm School having had a positive and enjoyable experience of the Physical Education programme. The skills and understanding they have acquired will enable them to follow a healthy lifestyle long after they have left school. As a traditional school, team games and the ethos behind them forms the background to our Physical Education programme. They are a fundamental part of the general school ethos and, as such, are viewed as part of our core curriculum. We attempt to establish a balance between breadth and depth, balancing commitment to the sports we focus on each term in Games lessons with the wish to give pupils a wide and varied physical education through the timetabled lessons and Activities.

The major games for each term are supported with a comprehensive fixture list and team players are expected to attend weekly team practices and matches. In addition to this, the weekly Activities sessions allow pupils to undertake a wide range of sports that in many cases will have been initially covered in their P.E. Lessons. In Games lessons at certain times in the year pupils are given a degree of choice of sports. Below is an outline year planner for both Games and P.E. This can vary due to the weather, but we always aim to cover as much of the programme as possible.

For further information please contact Mr Gary Ferguson ([gf@yarmschool.org](mailto:gf@yarmschool.org)), Miss Nicola Hodgson ([nh@yarmschool.org](mailto:nh@yarmschool.org)) or Mr Chris Webb ([cacw@yarmschool.org](mailto:cacw@yarmschool.org)).

## AUTUMN TERM

### GAMES

|       |                      |  |                      |                          |  |
|-------|----------------------|--|----------------------|--------------------------|--|
| BOYS  | RUGBY                | H<br>A<br>L<br>F<br><br>T<br>E<br>R<br>M | RUGBY                | INTER<br>HOUSE<br>RUGBY  | C<br>R<br>O<br>S<br>S<br><br>C<br>O<br>U<br>N<br>T<br>R<br>Y |
|       | HOCKEY               |  | HOCKEY               |                          |  |
|       | ROWING               |  | ROWING               |                          |  |
|       | OUTDOOR<br>EDUCATION |  | OUTDOOR<br>EDUCATION |                          |  |
| GIRLS | RUGBY                |  | RUGBY                | INTER<br>HOUSE<br>HOCKEY |  |
|       | HOCKEY               |  | HOCKEY               |                          |  |
|       | ROWING               |  | ROWING               |                          |  |
|       | OUTDOOR<br>EDUCATION |  | OUTDOOR<br>EDUCATION |                          |  |

## PHYSICAL EDUCATION

|              |   |  |   |
|--------------|---|--|---|
| <b>BOYS</b>  | BASKETBALL                              | H<br>A<br>L<br>F<br><br>T<br>E<br>R<br>M | HEALTH RELATED FITNESS<br><br>X-COUNTRY |
| <b>GIRLS</b> | HEALTH RELATED FITNESS<br><br>X-COUNTRY |  | BADMINTON                               |

## SPRING TERM

### GAMES

|              |                      |  |                      |                     |                  |
|--------------|----------------------|--|----------------------|---------------------|------------------|
| <b>BOYS</b>  | RUGBY                | H<br>A<br>L<br>F<br><br>T<br>E<br>R<br>M | RUGBY                | INTER HOUSE HOCKEY  | H<br>I<br>G<br>H |
|              | HOCKEY               |  | HOCKEY               |                     |                  |
|              | ROWING               |  | ROWING               |                     |                  |
|              | OUTDOOR<br>EDUCATION |  | OUTDOOR<br>EDUCATION |                     |                  |
| <b>GIRLS</b> | RUGBY                |  | RUGBY                | INTER HOUSE NETBALL | J<br>U<br>M<br>P |
|              | HOCKEY               |  | HOCKEY               |                     |                  |
|              | ROWING               |  | ROWING               |                     |                  |
|              | OUTDOOR<br>EDUCATION |  | OUTDOOR<br>EDUCATION |                     |                  |

### PHYSICAL EDUCATION

|              |            |                  |           |
|--------------|------------|------------------|-----------|
| <b>BOYS</b>  | VOLLEYBALL | H<br>A<br>L<br>F | ATHLETICS |
| <b>GIRLS</b> | DANCE      | T<br>E<br>R<br>M | ATHLETICS |

## SUMMER TERM

### GAMES

|              |                     |  |                     |                                      |   |
|--------------|---------------------|--|---------------------|--------------------------------------|---|
| <b>BOYS</b>  | CRICKET<br>ROWING   | H<br>A<br>L<br>F<br><br>T<br>E<br>R<br>M | ATHLETICS<br>ROWING | INTER-<br>HOUSE<br>TENNIS<br>CRICKET | I<br>N<br>T<br>E<br>R<br>H<br>O<br>U<br>S<br>E<br><br>A<br>T<br>H<br>L<br>E<br>T<br>I<br>C<br>S |
| <b>GIRLS</b> | ATHLETICS<br>ROWING |  | CRICKET<br>ROWING   | INTER-<br>HOUSE<br>TENNIS<br>CRICKET |   |

### PHYSICAL EDUCATION

|              |        |  |        |          |
|--------------|--------|--|--------|----------|
| <b>BOYS</b>  | TENNIS | H<br>A<br>L<br>F<br><br>T<br>E<br>R<br>M | TENNIS | SOFTBALL |
| <b>GIRLS</b> | TENNIS |  | TENNIS | ROUNDERS |



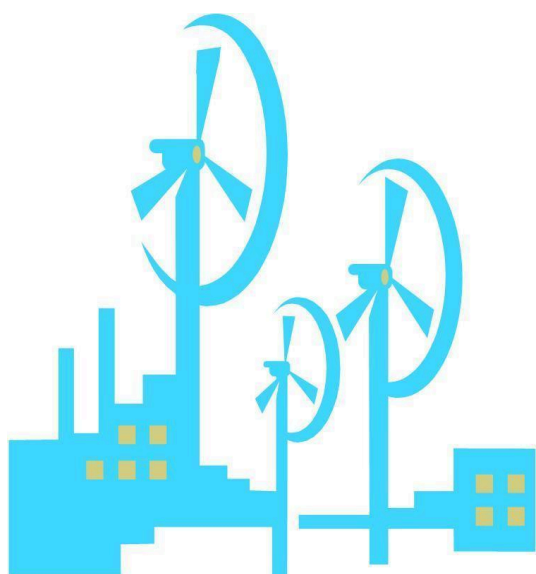
## PHYSICS

In the Third Year, pupils cover work from the AQA GCSE syllabus.

- Energy stores
- Heat transfers
- Generating Electricity
- Radioactivity
- Motion
- Basic Electricity
- Magnetism
- Waves



We aim to develop curiosity and a critical approach to scientific ideas. Teaching is based around discussion of physical demonstrations and computer simulations of phenomena. We focus on exploring clear Key Ideas and their application each lesson through questioning. Pupils will test types of insulation and conduct experiments to find the efficiency of a ping pong ball bounce. They will examine the consequences of new technologies including alternative energy resources. Pupils are shown radioactive sources in the lab and find out about their uses. We will use data loggers to analyse motion and to present information.



In addition to routine practical work, pupils will complete a series of required practicals designed to improve skills of planning, measuring and evaluating. They will use subject specific vocabulary to help them develop thorough explanations of commonly misunderstood phenomena.

Pupils are taught in mixed ability groups of approximately 20 pupils during the Third Year.

If you have any questions regarding the course, please contact Dr Paul Prideaux, Head of Physics ([pdp@yarmschool.org](mailto:pdp@yarmschool.org)).

## **RELIGION, PHILOSOPHY & ETHICS**

Third Year pupils follow a course of study in Religion, Philosophy & Ethics entitled 'One World, Many Issues.'

In the first term, this course involves examining the beliefs and practices of Judaism. This leads into a study of 'Holocaust Theology', where pupils examine the philosophical problem of evil and suffering and debate the philosophical question, 'Where was God during the Shoah?' This unit allows pupils to develop an understanding of the impact of the Holocaust on the development of Judeo-Christian theology.

In the second term, pupils focus on a study of Islam. This course covers the origins of Islam, its major festivals and the practice of the 5 Pillars. This also includes a study of ethics, when pupils examine equality and gender equality in Islam.




In the summer term, pupils examine various philosophical and ethical issues and have the opportunity to research and present on a variety of thought-provoking topics.

The Third Year course provides the pupils with the opportunity to develop an understanding of religious belief and practice through the study of major world religions. It allows them to begin to formulate their own responses to religious, philosophical and ethical issues.

Please contact the Head of Religion, Philosophy & Ethics, Mrs Sophie Lodge ([sophie.lodge@yarmschool.org](mailto:sophie.lodge@yarmschool.org)), for further details.

## Third Year SPaCE (PSHE)

In SPaCE (Social, Personal and Citizenship Education) we will be following the Thematic PSHE Association scheme of work that is broken down into three key areas:

1. **Health and wellbeing** 
2. **Relationships** 
3. **The wider world** 

In the Third Year, we will study seven modules; three Health and Wellbeing, three Relationships and one Wider World. During the year we will build upon key ideas, revisit certain topics and develop pupils' understanding, so that they feel more equipped to make well-informed and effective decisions that keep them and others safe.

The topics we will look at this year are;

1. **Peer influence, substance use and gangs:** We will look at how to distinguish between healthy and unhealthy relationships; about group thinking and how it affects behaviour; how to manage risk in relation to gangs; about the legal risks of carrying a knife; and about legal and health risks in relation to drugs and alcohol.
2. **Identity and relationships:** In this unit we will explore the qualities of healthy relationships; how to demonstrate positive behaviours in healthy relationships; about gender identity and sexual orientation; about forming new partnerships and developing relationships; the law and consent, and understanding that the legal and moral duty is with the seeker of consent; how to effectively communicate about consent in relationships; about the risks of sending 'nudes / semi-nudes', sexual harassment; about basic forms of contraception.

3. **Goal setting:** Here, we will learn about transferable skills: how to demonstrate strengths; about different employment and career pathways; about GCSE and post-16 options, as well as the skills for decision-making.
4. **Respectful relationships:** In this unit, we will learn about positive relationships at home; ways to reduce homelessness amongst young people; about conflict and its causes in different contexts; sexual harassment and violence; how to manage relationships and family challenges, including relationship breakdown, separation and divorce; how to access support services.
5. **Healthy lifestyle:** This unit is all about the relationship between physical and mental health; about balancing work, leisure, exercise and sleep; how to make informed eating choices; how to manage influences on body image; to make independent health choices; to take increased responsibility for physical health, including testicular self-examination.
6. **Intimate relationships:** Here, we will learn about readiness for sexual activity, the choice to delay sex, or intimacy without sex; about the continuous right to withdraw consent and capacity to consent; sexual harassment; about STIs, effective use of condoms and negotiating safer sex; about the consequences of unprotected sex, including pregnancy; how to assess and manage risks of sending, sharing or passing on sexual images; how the portrayal of relationships in the media and pornography might affect expectations; how to secure personal information online.
7. **Emotional wellbeing:** We will take part in the Dot.b mindfulness course that gives pupils strategies to promote mental health and wellbeing. We will also learn about signs of

emotional or mental ill-health and how to reframe negative thinking.

**In all of these topics we will look at how Fundamental British Values links into different areas of our society.**



Lessons will use a variety of approaches including discussion, written work and roleplay. They will be delivered by the same member of staff throughout the year, with the exception of the 'Mindfulness' course.

For further information, please contact the Head of SPaCE, Mr Rob Ivey ([rai@yarmschool.org](mailto:rai@yarmschool.org)).

## LEARNING SKILLS

Yarm School is an inclusive school and, as such, the primary role of the Learning Skills department is to promote a whole-school approach to support for learning, working collaboratively with academic departments to ensure that pupils' individual needs are met in the classroom. We recognise that, at different stages in their school career, many pupils may benefit from some additional support to help them to reach their full potential.

When they join the Senior School, pupils complete standardised screening tests. These help us to identify whether pupils have uneven learning profiles, which might indicate a specific learning difficulty such as Dyslexia. Pupils might also be referred to the Learning Skills Department at other times, if parents and teachers feel further diagnostic assessments might be useful to inform support and provision.

Through these screening or individual assessments, a pupil might be identified as likely to benefit from additional support, and the following might be offered:

- In-class support, possibly delivered with the assistance of a Learning Support Assistant or other adult.
- Class-linked small group or paired Learning Support sessions.
- Small group booster sessions.
- One-to-one, paired or group-based timed intervention programmes.
- One-to-one support lessons
- Computer-based intervention programmes completed in collaboration with home.

Please note, there is no additional charge to parents for this support.



For some pupils in the Third Year, it might be appropriate, on agreement with the school, for their Learning Support lesson to be timetabled as an option subject (one period per week). If you would like to discuss this as an option for your child, please get in touch with the Director of Learning Skills, Mrs Elizabeth Bridle ([elizabeth.bridle@yarmschool.org](mailto:elizabeth.bridle@yarmschool.org)).

Please feel free to contact Mrs Bridle at any time. She is happy to discuss any behavioural or academic concerns you may have regarding your child's learning, to offer advice, or to explore next steps for support with you. Equally, pupils are encouraged to pop in to LS1 if they would like to have a chat about any worries they have about their learning at school.

## CAREERS

Career education and guidance begins in earnest during the Third Year. Liaising with the Head of Year and tutor pastoral team, as well as work done in SPaCE sessions, the year group is introduced to tools designed to assist with the exploration of future options and choices. Much of this is web-based, and as such, can be shared at home to assist with further supportive conversations. *Morrisby Careers* utilises psychometric testing along with a number of short survey type questions in order to individualise advice and guidance for pupils. In attractive, clearly displayed graphics and text, the programme will provide an excellent opportunity for discussions at school and home. The low stakes testing can be redone at any point, and the details and outcomes assessed and built upon in future years as plans develop and shift. A more sophisticated version of this programme will be offered in Fifth Year.

Outside of the classroom, staff members designated as Career Ambassadors are able to offer advice and guidance in their areas of expertise and enthusiasm. There will also be opportunities to participate in bespoke careers events hosted by the Careers Department, details of which will be communicated through the normal channels of email, letter and newsletter.

The Head of Careers, Mr Stephen Edwards ([se@yarmschool.org](mailto:se@yarmschool.org)), is always happy to meet with any pupils and their parents who need further help and advice.

## **HOMEWORK**

Homework is a vital part of a pupil's education and must be undertaken diligently. It may serve many purposes. It might involve preparation work to facilitate the next lesson. It might allow time to complete and consolidate classwork. It often involves learning material covered in class, individual reading and research, extended writing and revision for tests or exams.

The school will insist on high standards of performance and parents are asked to support this. Parents can help in the following ways:

1. By providing encouragement and taking an interest in their child's study.
2. By providing a quiet and conducive place for study at home.
3. By regular checking of the homework diary.
4. By contacting the school if their child seems to have insufficient or too much homework, or seems to find it unduly easy or difficult.

There will inevitably be variations in the type and frequency of work set by different teachers and subject areas, but the amount and frequency of homework should be appropriate to support the kind of extension, reinforcement and preparation that will enable high standards of progress. On the whole, however, Third Year pupils should not receive more than two hours of homework per night. The Tutor will go through the homework timetable with the tutor group at the start of the academic year and pupils are expected to copy this into their planner.

As we approach school examinations or assessments, homework should focus increasingly on revision. Academic and pastoral staff will advise on appropriate techniques. Useful information can also be found in the pupil planner.

## THE SCHOOL LIBRARY

### **Supporting learning and encouraging reading for pleasure.**

The school library aims to support pupils in their studies by providing quality resources that stimulate and enhance learning. To achieve this, we liaise closely with teaching staff to ensure the resources we provide are up-to-date, wide-ranging and relevant to the curriculum. Pupils have access to books, magazines, newspapers and online services.

Classes are brought to the library to support research projects, for reading, and to learn the information literacy skills that will enable individuals to become independent learners. These skills will equip them for further and higher education and lifelong learning. Equally important, however, is our role in developing a whole school reading culture, promoting literacy and reading for pleasure. We have an excellent fiction section with books to suit all tastes, as well as graphic novels and special interest magazines.

We regularly invite authors into school to talk about their writing and inspire children to read, and we try to get to know the pupils who use the library individually, providing them with books we know they will like and encouraging them to broaden their interests.

#### Fiction of interest to the Third Form

|               |                                |
|---------------|--------------------------------|
| Anderson, R J | Knife                          |
| Aveyard, V.   | Red Queen                      |
| Bennett, S.   | You Don't Know Me              |
| Berry, J.     | All the Truth That's In Me     |
| Blackman, M.  | Noughts and Crosses            |
| Boyce, F. C.  | Millions                       |
| Boyne, J.     | The Boy in the Striped Pyjamas |
| Breslin, T.   | Remembrance                    |
| Brooks, K.    | The Bunker Diary               |

|               |  |
|---------------|--|
| Coggan, H.    | Catalyst                                     |
| Cross, G.     | After Tomorrow                               |
| Crossan, S.   | Apple and Rain                               |
| Dashner, J.   | The Maze Runner (and series)                 |
| Earle, P.     | Heroic                                       |
| Farrant, N.   | The Diaries of Bluebell Gadsby: After Iris   |
| Grant, M.     | BZRK   |
| Green, J.     | The Fault in Our Stars                       |
| Hardinge, F.  | Cuckoo Song                                  |
| Harrison, M.  | The Other Alice                              |
| Hill, W.      | After the Fire                               |
| Mafi, T.      | A Very Large Expanse of Sea                  |
| McGowan, A.   | Rook   |
| McManus, K.   | One of Us is Lying                           |
| Morpurgo, M.  | Private Peaceful                             |
| Niven, J.     | All the Bright Places                        |
| Paver, M.     | Soul Eater                                   |
| Peet, M.      | Life: An Exploded Diagram                    |
| Pullman, P.   | Northern Lights (His Dark Materials Trilogy) |
| Rosoff, M.    | How I Live Now, Picture Me Gone              |
| Rowell, R.    | Carry On                                     |
| Salisbury, M. | The Sin Eater's Daughter                     |
| Sepetys, R.   | Salt to the Sea                              |
| Skuse, C.J.   | Dead Romantic                                |
| Smith, D.     | I Capture the Castle                         |
| Stirling, J.  | Finding Sky                                  |
| Thomas, A.    | The Hate U Give                              |
| Yoon, N.      | Everything, Everything                       |
| Zusak, M.     | The Book Thief                               |

The Library is open Monday to Friday 8.15 – 5.30 and the Librarians are Ms Catherine Dixon-Barker and Mrs Deborah Mason.

Mornings: Ms Catherine Dixon-Barker  
([catherine@yarmschool.org](mailto:catherine@yarmschool.org))

Afternoons: Mrs Deborah Mason  
([deborah@yarmschool.org](mailto:deborah@yarmschool.org))

## **OPTION CHOICES FOR GCSE**

The Deputy Head (Academic) will run an information evening for Third Year parents in order to outline key features of the GCSE curriculum. Together with the Head of Careers, he will also brief the pupils in school.

Third Year pupils submit their GCSE option choices in January. The Deputy Head (Academic) will write to parents with details of the option choices to be made and the process for submitting the choices.

In essence, pupils will select three optional GCSE courses from the available subjects and these will collectively account for nine periods of the weekly timetable. The three chosen option subjects are studied alongside the required core subjects: English Language, English Literature, Maths, French and either three separate Sciences (Biology, Chemistry and Physics) or Combined Science. SPaCE is taken as a non-examined subject. Games and Activities remain as important parts of our balanced curriculum.

## FURTHER HELP AND ADVICE

Further advice is always available in school. The best way to contact teachers or tutors is by email, or by telephoning the school office and, if needed, leaving a message.

### **Subject Teacher:**

a direct approach is usually the quickest and most effective way to resolve issues about academic progress, homework, etc.

### **Tutor:**

the first point of contact for any pastoral or disciplinary concerns; also for academic concerns that relate to more than one subject.

### **Head of Department:**

for concerns about a specific subject that cannot be resolved by the subject teacher.

**Head of Year:** for pastoral concerns that cannot be resolved by the Tutor.

### **Head of Careers** [Mr Stephen Edwards]:

for advice on careers and higher education. ([se@yarmschool.org](mailto:se@yarmschool.org))

### **Director of Learning Skills** [Mrs Elizabeth Bridle]:

for advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia. ([elizabeth.bridle@yarmschool.org](mailto:elizabeth.bridle@yarmschool.org))

### **Head of Learning and Achievement** [Mr David Boddy]:

is responsible for overseeing a wide range of programmes to support pupil learning and progress, including the study skills and academic enrichment programmes. ([db@yarmschool.org](mailto:db@yarmschool.org))

### **Head of Middle School** [Mrs Kath Gratton]:

for pastoral/ disciplinary concerns that cannot be resolved by the Head of Year. ([kg@yarmschool.org](mailto:kg@yarmschool.org))

### **Deputy Head Academic** [Mr Darren Morton]:

is the line manager of the Heads of Department and has overall responsibility for all curriculum and academic matters.

([dkm@yarmschool.org](mailto:dkm@yarmschool.org))

### **Senior Deputy Head** [Mrs Alex Kingsbury]:

has overall responsibility for all pastoral and disciplinary matters.

([alex.kingsbury@yarmschool.org](mailto:alex.kingsbury@yarmschool.org))







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